


## **LEA Application Part II**

### **ATTACHMENT III**

#### **SCHOOL IMPROVEMENT GRANT – 1003(g)**

**FY 2010 – 2011**

**The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.**

School Name and code Kettering West Wing 541	District Name and Code Detroit City School District 09475
Model for change to be implemented: Turnaround Intervention Plan	
School Mailing Address: Kettering West Wing 6101 Van Dyke-Townsend Ave.-Entrance Detroit, Michigan 48213	
Contact for the School Improvement Grant:  Name: Drexell Claytor, Cynthia Charity  Position: Principal, Teacher  Contact's Mailing Address: 6101 Van Dyke-Townsend Avenue Entrance Telephone: 313-347-7280 Fax: 313-852-3454 Email address: drexell.claytor@detroitk12.org, cynthia.charity@detroitk12.org	
Principal (Printed Name): Ms. Drexell Claytor	Telephone: 313-347-7280
Signature of Principal: 	Date: 8/13/10
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

## SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

The Kettering Wing West (former John Lee Trainable) is a Center Based serving a population of 240 special needs students with a variety of disabilities. These disabilities range from Moderately and Severely Cognitively Impaired (MoCI and SCI), Severely Multiply Impaired (SXI) and Autism Spectrum Disorder (ASD). Our students' ages range from 14-26 years of age. The current state assessment for our students is the Mi-Access (11<sup>th</sup> grade), which begins measuring students at the lowest form of the test (Participation) and progresses to a higher (Supportive Independence) level based on the student's ability.

All of our students have been diagnosed with a mental and/or physical impairment and many have made progress on the Mi-Access and are striving to do better on the state assessment each year assessed. There is a critical need to create a culture of higher expectations at Kettering West Wing.

The level of expectation schools hold for their students is a fundamental element in the level of performance of students within those schools. It is well researched that high expectations lead to a greater likelihood of higher performance. Low expectations have a negative effect on student performance in several ways. Low expectations can drive the organizational structure of the special education delivery system. If low expectations for students are consistent throughout a school, then these students are often isolated and offered a "watered down" curriculum. They are often offered their core academic content by special education faculty who are not highly qualified in the content area. This is particularly problematic at the secondary level as content becomes more critical and diverse. Students need instruction that is rigorous or relevant and provided more opportunities for meaningful engagement. They need opportunities to develop relationships with their non-handicapped peers and other faculty, have chances to develop leadership skills and to participate in the social and extracurricular aspects of the school culture. It is critical that adequate and ongoing staff development support is provided at the building level to affect any effort to change the school culture to higher expectations, collaborative practices and the pursuit of improved performance for special education students.

**Sub Group Academic Data Analysis**

**(See Attachment of Required Data)**

Group	Percent of Sub-group meeting State Proficiency Standards					
	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Social Economic Status (SES)</b>						
<b>Race/Ethnicity</b>						
<b>Students with Disabilities</b>						
<b>Limited English Proficient (LEP)</b>						
<b>Homeless</b>						
<b>Neglected &amp; Delinquent</b>						
<b>Migrant</b>						
<b>Gender</b>						
<b>Male</b>						
<b>Female</b>						
<b>Aggregate Scores</b>						
<b>State</b>						

\*\*Kettering West Wing students are not assessed with the MEAP/MME; therefore, no data is available at [www.mi.gov/MEAP](http://www.mi.gov/MEAP). Additionally, at this time, MI-Access does not collect this Sub Group Analysis information.

**(See Attachment of Required Data)**

**Sub Group Non-Academic Analysis**

**Year: 2009-2010**

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
<b>SES</b>	240								
<b>Race/Ethnicity</b>						0	0		
Black/African American				0	44				
Caucasian				0	2				
Native American				0	0				
Asian Pacific				0	0				
Hispanic				0	0				
<b>Disabilities</b>	240					0	0		
MoCI					44				
SCI					2				
SXI					0				
<b>LEP</b>				0		0	0		
<b>Homeless</b>	0			0		0	0		
<b>Migrant</b>	0			0		0	0		
<b>Gender</b>									
Male				0	36	0	0		1
Female				0	10	0	0		1
<b>Totals</b>	240			0	46	0	0		2

**Year: 2009-2010**

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade*	Mobility	
					Entering	Leaving
<b>SES</b>	240					
<b>Race/Ethnicity</b>		0	0			
Black/African American	228					
Caucasian	8					
Native American	1					
Asian Pacific	1					
Hispanic	2					
<b>Disabilities</b>	240	0	0			
<b>LEP</b>	5	0	0			
<b>Homeless</b>	0	0	0			
<b>Migrant</b>	0	0	0			
<b>Gender</b>						
Male	137	0	0			
Female	103	0	0			
<b>Totals</b>	240	0	0	12*	NA	NA

\*Selected group of students 20yrs of age and older enrolled in Detroit Transition Center-East

**(See Attachment of Required Data)**

**Enrollment and Graduation Data – All Students**

**Year: 2009-2010**

<b>Grade</b>	<b># of Students</b>	<b># Students enrolled in a Young 5's program</b>	<b># Students in course/grade acceleration</b>	<b>Early HS graduation</b>	<b># of Retentions</b>	<b># of Dropout</b>	<b># promoted to next grade*</b>
<b>K</b>							
<b>1</b>							
<b>2</b>							
<b>3</b>							
<b>4</b>							
<b>5</b>							
<b>6</b>							
<b>7</b>							
<b>8</b>							
<b>9</b>	33		0	0	0	NA	
<b>10</b>	43		0	0	0	NA	
<b>11</b>	71		0	0	0	NA	
<b>12</b>	93		0	3**	0	NA	
<b>Post-Secondary</b>							12*

\*Selected students 20yrs of age and older enrolled in Detroit Transition Center-East

\*\*Students received a “Certificate of Completion” after completing 4 years of High School

**Number of Students enrolled in Extended Learning Opportunities**

**Year: 2009-2010**

<b>Number of Students in Building by grade</b>	<b># Enrolled in Advanced Placement Classes</b>	<b># Enrolled in International Baccalaureate Courses</b>	<b># of Students in Dual Enrollment</b>	<b># of Students in CTE/Vocational Classes</b>	<b>Number of Students who have approved/reviewed EDP on file</b>
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>	0	0	0	0	
<b>10</b>	0	0	0	0	
<b>11</b>	0	0	0	0	
<b>12</b>	0	0	0	0	24

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

### School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. A full listing of all grants contained in No Child Left Behind (NCLB) is available at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement).

<input type="checkbox"/> General Funds  <input type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education-Act 18
<b>Other:</b> (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at <a href="http://www.michigan.gov/schoolimprovement">www.michigan.gov/schoolimprovement</a> .			

## SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

- The Kettering-West Wing stakeholders along with the Detroit Public Schools are committed to implementation of the Priority School's educational program, which will significantly improve student achievement in the school over the course of the next three years. Efforts are being made to collaborate with the parents, community and school stakeholders to develop the Kettering West Wing Turnaround Intervention Plan that includes:
  - DPS conducted a community awareness campaign that informed stakeholders of the need for Kettering West Wing to apply for School Improvement Funding using the Turnaround Model
  - School and district leadership are committed to the Turnaround Model and participated in the interviewing process of instructional staff
  - Replacement of 50% of instructional staff prior to the start 2010-2011 school year
  - Develop a three year Turnaround Plan that will address strategies to improve:
    - School Leader and Instructional Effectiveness
    - Comprehensive Instructional Reform
    - Operational Flexibility
- The Kettering West Wing's Turnaround Model efforts will be focused on building a more effective leadership from the classroom level up throughout the school empowering stakeholders to claim ownership to fostering improved student achievement. Aligned leadership, supported with ongoing coaching and professional development will underpin the sustainability of improved student achievement efforts.

2. Explain the school's ability to support systemic change required by the model selected.

- Kettering West Wing believes that in order for a school to achieve high levels of student achievement, cohesiveness throughout the system is required. Every intricate part of the system must be in alignment in support of the core functions of teaching and learning; therefore, collaboration and productivity will affect the work of others to realize our goal—improved student achievement. With the assistance of ICLE, Kettering West Wing is committed to building the leadership skills necessary to support and encourage a school culture of rigor, relevance and relationships in order to lead meaningful change.



- Kettering West Wing will implement such strategies as increased opportunities for professional development, more flexible work conditions that are designed to recruit, place and retain staff with the necessary skills to meet the needs of the students in the turnaround model process.
- Kettering West Wing will provide staff ongoing, high-quality, job embedded professional development that is aligned with it's comprehensive instructional program. This professional development will be designed by staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.
- Kettering West Wing will embark in a pilot program that aims to train site-based teacher leaders to develop their own capacity to lead from the classroom and subsequently build the capacity of the entire building to implement research-based instructional best practices to improve the academic outcomes of learners. In its first year, the program will focus on student engagement and motivation; in subsequent years, the teacher leaders will work with their building administrators and staff to determine areas of local and/or specialized need for instructional focus based on Michigan's forthcoming Teaching for Learning Framework.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

The students at Kettering West Wing are striving to meet required proficiency levels. Over the past three years, more students have attained proficiency in both supported independence and participation English Language Arts. However our students seem to be struggling more in Mathematics. The instructional and support staff of Kettering West Wing are aware of the struggles and disabilities of the students. As a result, Kettering West Wing's staff is committed to provide necessary instruction to meet each student's need.

**Mi-Access  
Supported Independence-English Language Arts  
11<sup>th</sup> grade**

<b>Year</b>	<b># of Students</b>	<b>Mean Earned Points</b>	<b>Emerging #</b>	<b>%</b>	<b>Attained #</b>	<b>%</b>	<b>Surpassed #</b>	<b>%</b>
2009-10	32	44	4	12.5	14	43.8	14	43.8
2008-09	35	37	11	31.4	12	34.3	12	34.3
2007-08	32	36	10	31.3	15	46.9	7	21.9

**Supported Independence-Mathematics  
11<sup>th</sup> grade**

<b>Year</b>	<b># of Students</b>	<b>Mean Earned Points</b>	<b>Emerging #</b>	<b>%</b>	<b>Attained #</b>	<b>%</b>	<b>Surpassed #</b>	<b>%</b>
2009-10	32	39	2	6.3	19	43.8	11	34.4
2008-09	33	34	6	18.2	20	34.3	7	21.2
2007-08	32	28	10	31.3	18	46.9	4	12.5

**Participation-English Language Arts**  
**11<sup>th</sup> grade**

Year	# of Students	Mean Earned Points	Emerging #	%	Attained #	%	Surpassed #	%
2009-10	18	31	5	31.3	8	37.5	5	31.3
2008-09	29	22	13	44.8	10	34.5	6	20.7
2007-08	19	7	17	89.5	1	5.3	1	5.3

**Participation-Mathematics**  
**11<sup>th</sup> grade**

Year	# of Students	Mean Earned Points	Emerging #	%	Attained #	%	Surpassed #	%
2009-10	16	31	7	43.8	3	18.8	6	37.5
2008-09	29	17	20	69.0	7	24.1	2	6.9
2007-08	19	7	17	89.5	1	5.3	1	5.3

**4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.**

Kettering West Wing believes that school improvement needs to be a continuous process guided by a well-developed data structure. Our goal is to utilize current data to develop a clear understanding of the performance levels of each and every student and make collaborative decisions about curriculum, instruction and assessment. Using data structures, we will validate areas of strengths and needs, identify priority issues, and effectively make adjustments in order to meet the needs of students. The goal is to better develop the knowledge and skill to collect and analyze data, turn it into meaningful information and then change Kettering West Wing's processes that to positively impact student achievement.

An effective data structure must be based on multiple measures of student learning. It is essential that teachers and administrators know how to effectively organize, analyze and interpret the data produced from Mi-Access and other assessments. ICLE will assist Kettering West Wing develop a comprehensive data profile. The profile, which will be based on school, district, and state accountability measures, will provide a complete analysis of student achievement data, student participation data, student subgroup data, demographic data and school characteristics to identify strengths and potential areas of need. The profile will identify trends in school performance over time and, where possible, presents district/school data and performance compared to similar districts/schools and state averages.

Kettering West Wing is committed to utilizing data and to improve instructional programs. Utilizing SIG funding, Kettering West Wing will garner instructional support from the International

Center for Leadership in Education (ICLE), WRESA Literacy and Math Coaches to ensure that instructional programs are effective and resulting in an increase in student achievement. The International Center will train leadership and staff of Kettering West Wing on their Collaborative Instructional Review process (CIR). The purpose of the CIR is to:

- Develop a clear, data driven understanding of effective classroom instruction through the application of the Rigor/Relevance Framework
- Build district and school leadership capacity to provide instructional support to teachers based on the Rigor/Relevance Framework
- Develop a cohesive professional development plan focused on collaboration, sharing best practices and strategies, and effective classroom instruction.

The CIR is not an evaluation of teacher performance but rather a way to determine levels of rigor and relevance present throughout our school. The CIR teams will visit all of our instructional classrooms using the International Center's Classroom Visitation Tool and rubric to gauge the level of rigor and relevance as evidenced in the lessons viewed. Following the visits, the International Center will conduct professional conferences with the instructional staff to support individualized efforts to improve student learning. As part of the process International Center consultants model rigorous and relevant instruction and assessment practices.

An Action Plan will guide tiered instruction for individual students based on data analysis and Differentiated Instruction as scripted by the student's Individual Educational Plan. Content area professional development that links English Language Arts, Math, Science and Social Studies will guide tiered instruction for all students to learn and increase achievement levels.

An Individual Educational Plan is designed by a team (Teacher, Parent, Student, Support staff (Occupational/Physical Therapist, Nurse, School Social Worker, Teacher of the Speech and Language Impaired, Visually Impaired Consultant, Adaptive Physical Education teacher, Behavior Specialist and others) if needed to set the performance goals and objectives for each student; no two IEP's are commonly alike. As a result of the developed IEP academic benchmarks are defined at an individual level based on a student's needs and abilities.

##### **5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.**

- Kettering West Wing will incorporate the use of common preps, 'Lunch and Learn' working sessions, weekly level team meeting to promote and ensure a greater collaboration amongst the stakeholders. The provided time will present opportunities to collaborate about curriculum (changes), instruction (effective, appropriate, differentiated), behavior intervention plans and assessment (formative and summative).
- Increased collaboration and professional learning is a high priority at Kettering West Wing. This structure will be evaluated throughout the 2010-2011 school year to continue to increase collaboration and planning time for staff.

**6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.**

At Kettering West Wing, we understand that to help families support their young adult's learning we must help them in understanding the school system, as well as information specific to their young adult's learning and their important role as parents/guardians/caregivers. To enhance support to families, Kettering West Wing will:

- Provide workshops and information that helps families understand their young adult's development and how to support the challenges and developmental stages that their young adult faces.
- Communicate with parents/guardians/caregivers about school programs and student progress using a variety of techniques including two-way communication involving and an exchange of ideas and information.
- Establish a parent/community volunteer program to assist with mentoring, tutoring, and helping with school beautification projects.
- Kettering West Wing's collaborative efforts are evidenced by the utilization of a community agency-"Community in Schools" (CIS). CIS will:
  - assist in developing parent/community partnerships to support the Turnaround Intervention,
  - enhance parent and community participation in school-wide decisions and event
  - increase parent and community awareness of the impact of poverty on student achievement
  - provide leverage between business and community partnerships secure additional resources that support the Turnaround Intervention Plan
  - enhance a Community Outreach action plan to bring agencies and resources to the Kettering West Wing
    - Workforce Development
    - Department of Mental Health
    - Department of Health
    - Dental/Eye/Medical services
    - Neighborhood Legal services

Parent involvement is actively engaged through the Local School and Community Organization (LSCO), and Community Based Instruction (CBI) is successful through the use of community partnerships with:

- Capuchin Soup Kitchen,
- Trinity Deliverance Church,
- Tender Loving Child Daycare, Inc.,
- Boll Family YMCA,
- My Sisters and Me restaurant,

- Holy Cross Baptist Church and
- Walgreens

The School Improvement Plan Team (SIPT) encompasses the local school community, parents and the community at large.

### **SECTION III: PROPOSED ACTIVITIES**

**1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.**

**2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.**

The staff will be trained in the disaggregation of Mi-Access (11<sup>th</sup>) data as a needs assessment for curriculum adjustment and student goal identification. Progress monitoring will be ongoing with initial, medium and summative tools for measuring student progress.

Kettering West Wing will use data from the Mi-Access (11<sup>th</sup> grade) to realign and improve our School Improvement Plan. With the utilization of professional development and implementation of our newly devised instructional strategies this focus will enable us to better address the needs of our sub groups to monitor progress more effectively.

Communication with all stakeholders is vital to the ownership of our learning community. Data collected from Mi-Access (state assessment report), Individual Educational Plans, progress reports, SIS Attendance data, Zangle data system and alternative assessments for unique population. Through our plan, this data will be shared with internal stakeholders who consist of teachers, support staff and administrators in the following manners: staff meetings, level group meetings, emails, professional development and district mandates. Data will be collected and shared with external stakeholders consisting of parents and the community at large through formal and informal parent meetings and workshops, quarterly progress reports, parent teacher conference, newsletters, professional development workshops, presentations, Mi-Access state reports, school/community partnerships, extended benchmarks, and Extended Grade Level Content Expectations (EGLCE's) checklists.

The staff will continue to use Mi-Access as the primary state assessment tool, support staff services (i.e. Occupational Therapist, Teacher of the Speech and Language Impaired, Physical Therapist, etc) measurement/benchmarks, Zangle data system, teacher created assessments and rubrics to guide decisions to effectively create student IEP's.

Our goals for using data and improving instruction begin with adopting a comprehensive system for measuring and tracking progress on a more incremental level. Our plan will need to be specialized to reflect uncommon measures used for students with severe disabilities. The goal should also include developing/adapting alternative assessments that meet IEP demands, but track progress over time in all academic areas. This data will be critical to improve the instructional strategies we use with students. Data will be used to guide decisions being made to develop effective professional development to meet the needs of a diverse staff.

**3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.**

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

**4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.**

The Kettering Wing West (former John Lee Trainable) is a Center Based serving a population of 240 special needs students with a variety of disabilities. These disabilities range from Moderately and Severely Cognitively Impaired (MoCI and SCI), Severely Multiply Impaired (SXI) and Autism Spectrum Disorder (ASD).

Technical assistance and evaluation of implementation is necessary. As a result, the school's data instructional specialist will be instrumental in the implementation of the plan. Detroit Public Schools will provide School Improvement Grant Coaches that will monitor our progress and provide support as needed.

## **Section IV: Fiscal Information**

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

### **USES OF FUNDS**

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>



### **LEA Application Part III**

## **ATTACHMENT VI**

### **Policies and Practices Change Analysis to Implement the SIG Final Requirements**

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

	<b>Polices/ Practices</b>	<b>In Place</b>	<b>Under Consideration</b>	<b>Not Needed</b>	
	• Leadership councils Composition		<b>X</b>		
	• Principal Authority/responsibility	<b>X</b>			
	• Duties – teacher	<b>X</b>			
	• Duties - principal	<b>X</b>			
	• Tenure	<b>X</b>			
	• Flexibility regarding professional development activities	<b>X</b>			
	• Flexibility regarding our school schedule (day and year)	<b>X</b>			
	• Waivers from district policies to try new approaches	<b>X</b>			
	• Flexibility regarding staffing decisions	<b>X</b>			
	• Flexibility on school funding		<b>X</b>		
	<b>Job-Embedded Professional Development</b>				
	Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	<b>X</b>			

<b>Polices/ Practices</b>	<b>In Place</b>	<b>Under Consideration</b>	<b>Not Needed</b>	
• Schedule	<b>X</b>			
• Length	<b>X</b>			
• Financing	<b>X</b>			
• Instructors		<b>X</b>		
• Evaluation	<b>X</b>			
• Mentoring	<b>X</b>			
<b>Budgeting</b>				
School funding allocations to major spending categories • School staff input on allocation	<b>X</b>			
• Approval of allocation	<b>X</b>			
• Change of allocation midyear	<b>X</b>			
Major contracts for goods and services • Approval process streamlined		<b>X</b>		
• Restrictions (e.g., amounts, vendors)		<b>X</b>		
• Legal clarifications		<b>X</b>		
• Process		<b>X</b>		
• Stipulations (e.g., targeted vs. unrestricted spending)		<b>X</b>		
• Timeline	<b>X</b>			
• Points of contact	<b>X</b>			
Auditing of school financial practices Process	<b>X</b>			
• Consequences	<b>X</b>			

\*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998